



## ASSESSMENT GUIDELINES

### Marking Scheme and Criteria

**Type of Assessment: Assessment 2; Article for Student Research Journal.**

**Module Learning Outcome Tested: LO1-LO4.**

Assessment Criteria	Weigh ting	Mark breakdown						
		0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
<p><b><u>Knowledge and Understanding of the Subject</u></b> The student has an outstanding knowledge and understanding of the material and displays mastery of a complex and specialized area of knowledge, with exceptional critical awareness of current problems and new insights in the field. Moreover the student demonstrates in depth and breadth of coverage, as well as awareness of the nature of the topic in the chosen article.</p>	40%	<p>Demonstrates no knowledge or understanding in the field.</p> <p>Major gaps in knowledge and understanding of the relevant literature and the main debates in the field.</p>	<p>Demonstrates significant weaknesses in the knowledge base, and/or simply reproduces knowledge without evidence of understanding of the field.</p> <p>Gaps in knowledge and superficial understanding of the relevant literature and the main debates in the field.</p>	<p>Demonstrates knowledge of the field and awareness of current evidence and issues, but with some notable weaknesses.</p> <p>Broadly accurate knowledge and understanding of the relevant literature and the main debates in the field.</p>	<p>Demonstrates a sound knowledge and understanding of material within a specialised field.</p> <p>Demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.</p>	<p>Demonstrates a systematic knowledge, understanding and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice.</p> <p>Good, consistent knowledge and understanding of the relevant literature and the main debates in the field.</p>	<p>Demonstrates exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field.</p> <p>Detailed knowledge and understanding of the relevant literature and the main debates in the field.</p>	<p>Demonstrates exemplary exploration and highly developed critical understanding within specialised area, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field.</p> <p>Exemplary knowledge and understanding of the relevant literature and the main debates in the field.</p>
<p><b><u>CognitiveSkills</u></b> The student shows an outstanding ability to evaluate methodologies critically and to propose new hypotheses. The student is able to deal with a range of complex issues, making excellent judgements.</p>	40%	<p>No critical ability. Absence of analysis.</p> <p>Argument is absent.</p>	<p>Very little or no critical ability. Poor, inconsistent analysis</p> <p>Argument is irrelevant to the subject and lacks any clarity and/or</p>	<p>Some appropriate analysis, but some significant inconsistencies which affect the soundness of argument and/or conclusions. Demonst rates very limited critical ability</p> <p>Argument is</p>	<p>Provides evidence of relevant and sound analysis within the specialised area, with some ability to evaluate critically. Is able to analyse complex issues and make appropriate judgements</p>	<p>Is able to evaluate methodologies critically and, where appropriate, to propose new hypotheses. Is able to deal with complex issues both systematically and creatively, making sound judgements in</p>	<p>Shows outstanding ability to evaluate methodologies critically and, where appropriate, to propose new hypotheses. Is able to deal with a range of complex issues both systematically and creatively, making excellent judgements in</p>	<p>Shows exceptional critical judgement in analysis.</p> <p>Exceptional communication of</p>



## ASSESSMENT GUIDELINES

		No use of examples or evidence to apply the knowledge. Only personal views offered. Unsubstantiated generalizations. Little or no attempt to structure ideas in a logical manner.	logic  Almost absence of examples or evidence to apply the knowledge. Views/ findings sometimes illogical or contradictory. Generalisations/ statements made with scant evidence. Structure of ideas and logic is not appropriate and the examples used are neither relevant nor valid.	attempted and relevant, but lacks in clarity and/or logic.  Some examples used to explain the ideas and concepts. Sense of structure emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant structure and logic.	Able to communicate argument, evidence and conclusions clearly to specialist and non-specialist audiences.  Examples identified for different ideas and concepts. An emerging awareness of different stances and ability to use evidence to support a coherent explanation. Broadly valid structure and logic reasoning. The examples used are overall appropriate and relevant.	the absence of complete data  Able to communicate very effectively arguments, evidence and conclusions to specialist audiences.  Good examples identified for concepts, and ideas covered throughout the module. Acknowledgement of discussion between concepts and ideas generally logically structured, coherently expressed, well organised and supported.	the absence of complete data.  Able to communicate at a very high level arguments, evidence and conclusions to specialist audiences.  Very good use of relevant examples for concepts and ideas covered throughout the module. Explicit acknowledgement of discussion around concepts. Ideas well-articulated, and logically developed with a range of evidence.	excellent arguments, evidence and conclusions to specialist audiences.  Exceptional use of directly relevant examples for concepts and ideas covered throughout the module. Explicit and critical acknowledgement of discussion around concepts. Ideas exceptionally well-articulated, and logically developed with a range of evidence.
<b><u>Practical and Professional Skills</u></b> The student should be able to employ advanced skills to conduct research, displaying an exceptional grasp of techniques applicable to own research and advanced scholarship. The student shows originality in the application of knowledge and excellent understanding of how established techniques of enquiry create and	<b>10%</b>	No evidence of research skills applied to own research.  No evidence or discussion/application of relevant literature in the field.  No references to literature/evidence.  No evidence of referencing.	Demonstrates little or no skill in selected techniques applicable to own research or advanced scholarship.  Lacks any understanding of how established techniques of research and enquiry are used to create and	Demonstrates some skill in selected techniques applicable to own research or advanced scholarship, but with significant areas of weakness.  Lacks sufficient understanding of how established techniques of research and enquiry are used to create	Demonstrates understanding of and skills in selected techniques applicable to own research or advanced scholarship.  Shows some originality in the application of knowledge, and some understanding of how established techniques of	Displays a comprehensive understanding of and skills in techniques applicable to own research or advanced scholarship.  Shows originality in the application of knowledge, together with a good understanding of how established	Employs advanced skills to conduct research and, where appropriate, advanced technical or professional activity, accepting accountability for related decision making.  Shows originality in application of knowledge, and excellent understanding of how established techniques of enquiry	Employs exceptional skills to conduct research and, where appropriate, exceptional technical or professional activity, accepting accountability for related decision making. Displays an exceptional grasp of techniques applicable to own



## ASSESSMENT GUIDELINES

<p>interpret knowledge in the discipline. The student is able to evaluate critically, with exceptional insight, a range of literature related to the current research and advanced scholarship in the discipline.</p> <p>Moreover, the references reflect adequate reading and research from reliable academic sources.</p>		<p>No evidence of reading. Views are unsupported and non-authoritative. Academic conventions largely ignored.</p>	<p>interpret knowledge.</p> <p>Failure to evidence or discuss/apply appropriate examples of literature relating to current research and advanced scholarship in the field. References to literature/evidence and use of academic conventions are flawed, and/or inconsistent.</p> <p>Some citation evident but referencing style inaccurate and inconsistent.</p> <p>Evidence of little reading appropriate for the level of study, and/or indiscriminate use of sources. Academic conventions used weakly.</p>	<p>and interpret knowledge.</p> <p>Can evidence and discuss/apply examples of literature relating to current research but lacks critical engagement.</p> <p>References to appropriate literature/evidence and use of academic conventions are insufficient and/or inconsistent.</p> <p>Evidence of referencing and citations. Harvard referencing style not consistently followed.</p> <p>Some evidence of reading, with superficial linking to given text(s). Some academic conventions evident and largely consistent, but with some weaknesses.</p>	<p>research and enquiry are used to create and interpret knowledge in the discipline.</p> <p>Can evaluate critically examples of literature relating to current research and advanced scholarship in the field. Makes consistently sound use of appropriate academic conventions and academic honesty.</p> <p>Evidence of consistent and largely accurate referencing and citations. Harvard referencing style followed with some errors.</p> <p>Knowledge of literature beyond core text(s). Literature used accurately but descriptively. Academic skills generally sound.</p>	<p>techniques of research and enquiry are used to create and interpret knowledge in the discipline.</p> <p>Is able to evaluate critically a range of literature relating to current research and advanced scholarship in the discipline.</p> <p>Makes consistently good use of appropriate academic conventions and academic honesty.</p> <p>Largely consistent and accurate referencing and citations. Harvard referencing style largely accurately and consistently followed.</p> <p>Knowledge of the field of literature appropriately used to support views. Research-informed literature integrated into the work. Good use of academic conventions.</p>	<p>create and interpret knowledge in the discipline.</p> <p>Is able to evaluate critically, with excellent insight, a range of literature relating to current research and advanced scholarship in the discipline.</p> <p>Makes consistently excellent use of appropriate academic conventions and academic honesty.</p> <p>Consistent and accurate referencing and citations. Harvard referencing style accurately and consistently followed.</p> <p>Critical engagement with appropriate reading. Knowledge of research-informed literature embedded in the work.</p>	<p>research or advanced scholarship.</p> <p>Is able to evaluate critically, with exceptional insight, a range of literature relating to current research and advanced scholarship in the discipline.</p> <p>Makes consistently exceptional use of relevant academic conventions and academic honesty</p> <p>Exemplar referencing and citations. Harvard referencing style accurately and unpeaceable followed.</p> <p>Exemplary engagement with appropriate reading. Unpeaceable knowledge of research-informed literature embedded in the work.</p>
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<p><b><u>Transferrable and Key Skills</u></b>          The Article for Student Research Journal presents minimal grammatical errors and uses a good writing style. Ideas are communicated in written form at a very high level to specialist audiences.</p>	<p><b>10%</b></p>	<p>Incomprehensible or significantly incomplete. Demonstrates inability to produce basic grammatical structures and vocabulary in context.</p>	<p>Inappropriate syntax, lexis or register may turn reading into a very difficult task. Some relevant vocabulary is present but shows inability to handle relatively common structures and vocabulary.</p>	<p>Sentence structure and fluency poor and clumsy on occasions. The literal sense of the original passage is conveyed to some degree, but lexical and syntactical problems impede fluency to a noticeable extent.</p>	<p>Sentence structure and fluency reasonable and adequate to convey the sense. Some errors but rarely interfering with communication: not very successful attempts to use complex structures and appropriate connectors and/or predominant use of simple structures.</p>	<p>Overall impression is of accuracy. Sentence structure and fluency good and generally able to use appropriate vocabulary, though there may be a few gaps in knowledge or in understanding of usage.</p>	<p>Overall impression is of accuracy and complex sentences used regularly and successfully. Fluency very good and broad range of vocabulary used to very good effect. Tone corresponds to original text.</p>	<p>Sentence structure and fluency outstanding and demonstrates sophisticated command of lexis, syntax and register, written in idiomatic language. Tone corresponds to original text.</p>
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